THE USE OF BUILD-A-SENTENCE CUBES GAME IN TEACHING SIMPLE PAST TENSE

Rezza Anugerah, Bambang Wijaya, Eusabinus Bunau
English Education Study Program, FKIP Untan, Pontianak
E-mail: rezzaanugerah99@gmail.com

Abstract: The purpose of this research was to know the effectiveness of using Build-A-Sentence Cubes Game in teaching simple past tense. This research was conducted through A-Pre experimental design. The subject of this research was the Eighth Level students of Q-Learning Course Pontianak in academic year 2014/2015 which consisted of 16 students. The technique of the data collecting was measurement technique by administering the written test in form of multiple choices which consists of thirty items. Then, the data were analyzed by effect size formula. The result of the post test revealed that the mean score was 73.2 while their mean score in pre-test was 60.7. The computation of the effect size with the score 0.94 (0.50 to 0.79) showed that the treatment or the use of Build-A-Sentence Cubes Game has the moderate effect in teaching simple past tense to the Eighth Level students of Q-Learning Course Pontianak in academic year 2014/2015. The alternative hypothesis was accepted and the effect of the treatment was categorized as moderate effect.
Keywords: Build-A-Sentence Cubes, Simple Past Tense

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui efektivitas penggunaan permainan Build-A-Sentence Cubes dalam mengajar simple past tense. Penelitian ini dilakukan dengan bentuk Pre-eksperimental. Subjek penelitian ini adalah siswa level 8 Q-Learning Course Pontianak pada tahun akademik 2014/2015 yang terdiri dari 16 siswa. Teknik pengumpulan data dilakukan menggunakan teknik pengukuran dengan pemberian tes tertulis berupa pilihan ganda yang terdiri dari tiga puluh item. Kemudian, data dianalisis dengan rumus ukuran efek. Hasil post test mengungkapkan bahwa skor rata-rata adalah 73,2 sedangkan skor rata-rata mereka dalam pre-test adalah 60,7. Perhitungan ukuran efek dengan skor 0,94 (0,50-0,79) menunjukkan bahwa penggunaan permainan Build-A-Sentence Cubes memiliki efek moderat dalam mengajar simple past tense kepada siswa Level 8 Q-Learning Course Pontianak pada tahun akademik 2014/2015. Hipotesis alternatif diterima dan efek dari treatment dikategorikan sebagai efek moderat.
Kata Kunci: Build-A-Sentence Cubes, Simple Past Tense

Word games are very good at learning language. Anyone who learns a language can take benefit from arranging the letters that make up a word. Crosswords, puzzles, scrabble, are names of very popular word games all over the world. Word games make language learning becoming more enjoyable. According to Wright (2006:1), "game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others".

Using word games in classroom is one of the way to creating an enjoyable atmosphere in English learning classroom. Wright (2006: 2) States:

> *"Language learning is hard work. One must make an effort to understand, to repeat accurately, to adapt and to use newly understood language in conversation and in written composition. Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work".*

A usual routine in class will be changed by using word games in the classroom. One of popular word game is Build-A-Sentence Cubes. Build-A-Sentence Cubes is entertaining game that can help people learn new subjects and exercise their brain. It provides readers of all ages with education, mental stimulation and entertainment.

Build-A-Sentence Cubes can be good resource to develop student abilities in making a good sentence. . "Build A-Sentence Cubes is entertaining puzzles that can help people learn new subjects and exercise their brain" (Ruth Ingram and Ilsa Perse, 2007: 3). It helps learners to maintain their brain fresh in learning language, because learning a new language is not easy. One variety of English language items can be taught by using Build-A-Sentence Cubes is tense. Tense is verb form that shows the time of action. The learners have to learn tenses in learning English, because activities that happen in sentences expressed by tenses to indicate the period of the activities. For instance, a tense is used to describe activities which happened in the past is past tense. In this study, the writer concerns with simple past tense. Past tense is one particular time in past, past activities, or situations. It is one of important basic tense that should be given to students to guide them in constructing a sentence using simple past tense.

The students still have difficulty in learning simple past tense since it has the rule of changing of verb, because simple past tense is different in form of verb. Simple past tense is confusing sometime for the student which is not familiar with the rule of the changing of verb. This problem was experienced by the writer because the writer used to teach English in one of the English course in Pontianak. Birova (2013: 2) states that sense language education is hard work needed appropriate strategies and methods. That is why a teacher needs a good technique in helping their students to have good understanding about grammar especially simple past tense since teaching structure is not easy.

The problems in this research are based on the pre observation of the writer. The classroom teacher taught simple past tense in traditional way. Students must remember the rules that are written on the blackboard. She never uses another way to teach simple past tense, for instance using word games or the other way, just using list on the blackboard. Most of the student are having problem in their

simple past tense mastery, they are still confused to make a simple past tense sentence in a good order. Their problem came from many factors. One of them is their understanding about simple past tense itself. Some students still get confused about how to make a proper simple past tense sentence with verb and sentence with adjective.

Based on that kind of class situation, Build-A-Sentence Cubes to game need to apply in teaching simple past tense should be processed. Wright (2006: 2) States "Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part, and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information. Games provide one way of helping the learners to experience language rather than merely study it". The study will involve students of "Q-Learning Course Pontianak" as the population. The study is a pre-experimental research. It is designed to investigate the use of Build-A-Sentence Cubes game in teaching simple past tense.

Teaching grammar is to show how language works. Accurate teaching of grammar guides learners how to use the language correctly. Azar (2007) explained grammar teaching is helping learners discover the nature of language, for example that language consists of predictable patterns that make what we say, read, hear and write intelligible. We would have only individual words or sound, pictures, and body expression to communicate meaning without grammar.

There have been many definition stated by experts concerning to grammar, as Harmer (2001) had defined that grammar is a description of the rules for forming sentences, including an account of the meaning that these forms convey. It can be inferred that learning grammar is the same as learning how to produce appropriate sentence. There is no doubt that knowledge of grammatical rules is essential for the language mastery. The ability to communicate effectively and accurately is probably not attained quickly or efficiently through the pure communication practice in the classroom.

In other words, grammar is still needed in the classroom although it is not the main objective of language learning. Learning grammar becomes a prerequisite step before learning how to practice the language. According to Littlewood (1995) cited by Richard and Lockhart, there are two sequences activities in Communicative Language Learning; that are pre-communicative activities and communicative activities. The first activity emphasizes on the accuracy aspects which focus on presentation of structure, functions, and vocabulary. Here, it can be seen that learning grammar is included. The second one is communicative activities which emphasizes on the fluency aspect which may concern to information sharing and information exchange. It is because grammar does not stand alone. It embodies the three interdependent dimensions of form, meaning, and use. In other words, those three aspects are interrelated and inseparable. Thus, the English learners are expected to be able to express the English language accurately, both in written and oral expression.

Build-A-Sentence Cubes can be good resource to develop student abilities in making a good sentence. "Build A-Sentence Cubes is entertaining puzzles that can help people learn new subjects and exercise their brain" (Ruth Ingram and Ilsa

Perse, 2007: 3). It helps learners to maintain their brain fresh in learning language, because learning a new language is not easy.

Build-A-Sentence Cubes is a word game that student build a sentence just by turning the cubes. The cubes consist of subject, verb, object that required to make a full sentence. With Build-A-Sentence Cubes, students can explore grammar, develop sentence fluency and learn to read high-frequency functions words. Not only those function, Build-A-Sentence cubes but also explore students' usage conventions.

Students can make a lot of sentences and even create hundreds of variations just by turning the cubes. Not only making sentences, but also they can change declarative sentence into interrogative, present into past, affirmative into negative, and so on. It is so suitable to teach student to make proper sentence, especially for sentence that they feel hard enough to make. So they will learn to make a sentence easily and fun through Build-A-Sentence Cubes. Wright (2006: 2) states "Games help and encourage many learners to sustain their interest and work".

Working and learning with Build-A-Sentence cubes can be especially useful in identifying and helping students with syntax problems or in working with English-Language-Learners. Build-A-Sentence cubes have goals in teaching and helping students with syntax problem. The goals are: 1) Develop sentence fluency; 2) Develop a better understanding of correct grammatical sentence structure; 3) Learn to read high-frequency function words.

METHOD

The method of this research is pre-experimental using one group pre-test post test design. This research will describe the effectiveness of Build-A-Sentence cubes for students' achievement on simple past tense.

One group pre-test post-test experimental design will be applied in this research. According to Gray (2004: 78), in one group pre-test post test design, a group is measured by a pre-test, an independent variable is introduced, and the dependent variable measured by a post test. Moreover, Creswell (2009: 160) explains that this design includes a pre-test measure followed by treatment and post test for the single group. The researcher used only one group that was the experimental group and then compared the pre-test and post test score of that group. First, a pre-test will be given to the students without getting any treatments before. Afterwards, they will get treatments and a post-test. The progress of the students is based on the results of both tests. This research is pre-experimental research based on this research applies one group pre-test post-test experimental design.

According to Cohen, Manion, and Morrison (2000: 212), The one group pretest-post-test design can be represented as:

Experimental = O_1 X O_2

O_1 = Pre-Test
X = Treatment
O_2 = Post-Test

The population in this research is the 8 Level Students of Q-Learning Course Pontianak in academic year 2014/2015. There are two classes of 8 levels. There are class A which consists of 10 students and class B which consists of 6 students. Total number of the population is 16 students. Representation of population will be used in this research as known as sample to gather data needed for this research. Mcmillan (1996: 87) state in simple random sampling every member of the population has an equal and independent chance of being selected for the sample. Therefore, the selected random sample will be class A for this research, and the number of the students used as the sample are 10 students.

Choosing and using the appropriate technique to collect the data of research is very important. In this research, the writer used measurement technique as the technique of data collecting.

The researcher needs tools or instrumen to facilitate the process of data collecting. In this research, researcher uses the written test in form of composition test to gather the data. In this research, the tool of collecting data was written test in form of multiple choices.

In order to gain the valid and reliable data, the researcher tried out the test in Class A of 8 level student of Q-learning course. The analysis of the try-out test computed the test validity, item difficulty, discriminating power and the reliability of test items.

Test Validity

Alias (2005: 235) states that "Validity refers to the degree to which a test is measuring what it is supposed to measure". The test is intended to investigate students' mastery on simple past tense with two types of content, such as: simple past tense with "To Be" was tested in 15 items and simple past tense with regular and irregular verbs was also tested in 15 items. Each of them is constructed with affirmative, negative, and question sentence.

Test Item Analysis

A process to asses the information about the quality of the test items as a whole used in a test called the analysis of the test item. Gronlund (1982: 101) states "Item analysis provides information concerning how well each item in the test function". The item analysis consists of the level difficulty of the test items in this research.

Item Difficulty

The level of difficulty is to know how easy or difficult items are from the students' point of view who will take the test, the formula as follows:

$$P = \frac{R}{T} \qquad \text{(Gronlund, 1977: 112)}$$

Where:

P = The percentage who answered the item correctly;

R = The students who answered the test item correctly

T = The total number of students

According to Best & Kahn (2006), the percentages of level difficulty are qualified in 5 categories as follows: LD 0.00 to 0.29 is qualified as Revised/ discarded (R), 0.30 to 0.49 is qualified as Difficult (D), 0.50 to 0.79 is qualified as Moderate (M), 0.80 to 0.92 is qualified as Easy (E).

The Estimate the criteria of discriminating power, by comparing the number of students in the upper and lower groups who answered the item correctly. The formula to determine the discriminating power is as follows:

$$D = \frac{Ru - RL}{½\ T}$$ (Gronlund, 1977: 112)

Where:

D = The index of discriminating power
Ru = The number in the upper group who answered the item correctly
RL = The number in the lower group who answered the item correctly
½ T = The half of total number of students'

Also adapted from Best & Kahn (2006), the discriminating power could be qualified as follow: DP Minus – 0.29 is qualified as Bad / Revised (R), 0.30 – 0.49 is qualified as Sufficient (S), 0.50 – 0.79 is qualified as Good (G), and 0.80 – 1.00 is qualified as Very Good / Excellent (X).

$$KR_{21} = 1 - \frac{M-(K-M)}{K(SD^2)}$$

In this research, the formula that is used to measure the reliability of the test is Kuder Richardson formula 21 (KR21). Based on Grondlund (1977: 141) the formula of KR21 is :

$$KR21 = 1 - \frac{M-(K-M)}{K(SD^2)}$$

Where ,
KR21 = Kuder Richardson 21 reliability coefficient
K = the number of the item in the test
M = the mean of the test score
Sd = the standard deviation of the test score

In computing the standard deviation of the score, the following formula can be used:

$$SD = \frac{\sqrt{\Sigma x^2 - \left[\frac{(\Sigma x)^2}{N}\right]}}{N-1}$$ (Kubiszyn & Borich, 2003: 270)

Where:

SD = Standard Deviation
$\sum_X 2$ = The total sum of the students' squared correct answer
$\sum X$ = The sum of students correct answer of the test
N = The total number of students'

Adapted from Best & Kahn (2006: 388), the degree of reliability can be categorized as follow: r 0.0 – 0.19 is categorized as Negligible, 0.20 – 0.39 is categorized as Low, 0.40 – 0.59 is categorized as Moderate, 0.60 – 0.79 is categorized as Substantial, and 0.80 – 1.00 is categorized as High to very high.

To answer the problem in this research 'the use of build-a-sentence cubes technique in teaching simple past tense' the writer will do a few computations as follows:

a. The students individual score of pre-test and post test

The students' individual score in vocabulary achievement is obtained from pre-test and post-test. The formula of calculating the students' individual score as follow ;

$$X = \frac{S}{N} \times 100$$

Where, X = the students' individual score
S = The right answer
N = the total number of items

b. To find out mean score:

$$M = \frac{\sum X}{N}$$ (Kubiszyn & Borich, 2003: 251)

Where:
M = students' mean score
$\sum X$ = the sum of students' score
N = number of items

c. T-test is applied to find out the significant interval score of pre-test and post-test. The formula is as follows:

$$t = \frac{md}{\sqrt{\frac{\Sigma d^2 - \frac{(\Sigma d)^2}{n}}{n(n-1)}}}$$ (Ary *et al.,* 2010: 177)

where, t = t-test
md = the deviation between post-test and pre-test
d = gain of individual post-test and pre-test
n = the sum of subject

to find md, the formula is:

$$md = \bar{x}_2 - \bar{x}_1$$

where, md = the deviation between post-test and pre-test
$\bar{x}_2$ = mean score of post test
$\bar{x}_1$ = mean score of pre-test

The researcher can measure the significance level of the students' interval score between pre-test and post-test by using the " effect size" formula as soon as the researcher gets the t-test value.

$$d = \frac{M_D}{S_D}$$ (Beins & McCarthy, 2012: 191)

Where:
M_D = interval mean score
S_D = standard deviation of the interval score

The qualification of effectiveness is as follows: 0 – 0.20 is qualified as Weak effect, 0.21 – 0.50 is qualified as Modest effect, 0.51 – 1.00 is qualified as Moderate effect, > 1.00 is qualified as Strong effect (Cohen in Muijs, 2004: 139).

FINDINGS AND DISCUSSION

Findings

The main research finding means all the data the data which were collected from the sample of research, in this case are the eighth level students of Q-Learning Course Pontianak in Academic Year 2014/2015. The data were taken from the pre-test and post test as the quantitative data.

Achievement as the Quantitative data finding

Before the writer did the analysis of the achievement of the target students, the writer found the results of students' pre-test and post-test score.

Table 1
The Scores of Pre-test and Post-test

Student Name	X_1 (Pre-Test)	X_2 (Post-Test)	d X_2-X_1	d^2
LR	66	96	30	900
ABF	63	66	3	9
EDRS	93	93	0	0
QAF	93	96	3	9
RA	80	83	3	9
FBS	70	83	13	169
MN	26	26	0	0
GRA	40	63	23	529
SA	40	63	23	529
HP	36	63	33	1089
TOTAL	$\Sigma X_{1=607}$	$\Sigma X_{2=732}$	$\Sigma d = 131$	$\Sigma d^2 = 3243$

Based on the data in table 5, the writer did analysis on the students individual score, average score (mean), interval score, and the significant of students score of pre-test and post-test based on the data in table 5.

1) The students individual score of pre-test and post-test

The score can be seen in the table 5. Column x_1 is the students individual score of pre-test, and column x_2 is the students individual score post-test.

2) All the students score on pre-test and post-test are analyzed to get the students average (mean) score of pre-test and post-test, the writer found the mean as follow:
   a) The students' average score of pre-test

Formula $X1 = \frac{\Sigma x_1}{n}$

$X1 = \frac{607}{10}$

$X1 = 60.7$

   b) The students average score of post-test

Formula $X2 = \frac{\Sigma x_2}{n}$

$X2 = \frac{732}{10}$

$X2 = 73.2$

Interpretation

It is clear that the pre-test is classified "average to good" criteria while post-test is classified as "average to good", based on the result of the mean score of pre-test and post-test

   c) The students' interval score of pre-test and post-test after having the mean for both pre-test and post-test. The writer calculated the students' interval score between the students pre-test and post-test.

Formula $Md = \bar{x}_2 - \bar{x}_1$

$Md = 73.2 - 60.7$

$Md = 12.5$

   d) The significance of students' interval score of pre-test and post-test analysis. T-test computation shows the significance of students interval score of pre-test and post-test. The score result from this computation is described as follow:

Formula $t = \frac{md}{\frac{\sqrt{\Sigma d^2 - \frac{(\Sigma d)^2}{n}}}{n(n-1)}}$

$t = \frac{12.5}{\frac{\sqrt{3243 - \frac{(131)^2}{10}}}{10(10-1)}}$

$t = \frac{12.5}{\sqrt{16.96}}$

$t = \frac{12.5}{4.11}$

$t = 3{,}04$

Interpretation

Based on the result of computation above, the writer found that the value of t-test is bigger than the t-table. The calculation of t-test indicates "3.04"

which is bigger than the t-table 10 df (degree of freedom) that is "2.228". There is a significant difference between the mean score of pre-test and post-test for the conclution, so the writer took the formula of effect size :

Formula $d = \frac{M_D}{S_D}$

$d = \frac{12.5}{13}$

$d = 0.96$

A research finding which has the effect size value 0.51 – 1.00 is classified as the moderate research finding. In other words, Build-A-Sentence Cubes had been proved by the measurement technique of data collecting as a good game for teaching simple past tense. These findings also gave the answer for the hypothesis testing.

For the conclusion Build-A-Sentence Cubes increase simple past tense mastery of the 8 level students of Q-learning course Pontianak based on the result of significant difference. Therefore, the null hypothesis (HO), which stated that "Build-A-Sentence Cubes does not affect students' simple past tense mastery" is rejected and the alternative hypothesis is accepted.

Discussion

Grammar defines as the way of language manipulates and combines words in order to form longer units of meaning. Thornbury (1999: 1) states that grammar is partly the study of what forms (or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus a grammar is description of the rules that govern how a language's sentence are formed.

Teaching grammar is to show how language works. Accurate teaching of grammar guides learners how to use the language correctly. Azar (2007) explained grammar teaching is helping learners discover the nature of language, for example that language consists of predictable patterns that make what we say, read, hear and write intelligible. We would have only individual words or sound, pictures, and body expression to communicate meaning without grammar.

In other words, grammar is still needed in the classroom although it is not the main objective of language learning. Learning grammar becomes a prerequisite step before learning how to practice the language. According to Littlewood (1995) cited by Richard and Lockhart, there are two sequences activities in Communicative Language Learning; that are pre-communicative activities and communicative activities. The first activity emphasizes on the accuracy aspects which focus on presentation of structure, functions, and vocabulary. Here, it can be seen that learning grammar is included. The second one is communicative activities which emphasizes on the fluency aspect which may concern to information sharing and information exchange. It is because grammar does not stand alone. It embodies the three interdependent dimensions of form, meaning, and use. In other words, those three aspects are interrelated and inseparable. Thus, the English learners are expected to be able to express the English language accurately, both in written and oral expression.

It can be said that students will understand easily what the grammar point is actually taught without telling them the rule directly because they are given opportunities to think more and infer the rule from the given examples. However, not all students will enjoy when they are taught using this approach because of their different learning styles.

Regardless those two approaches, teacher actually can use either deductive or inductive approach based on the teaching learning context which may includes student learning style because there is no single approach will appropriate for all grammar items and for all learners.

Build-A-Sentence Cubes is a word game that student build a sentence just by turning the cubes. The cubes consist of subject, verb, object that required to make a full sentence. With Build-A-Sentence Cubes, students can explore grammar, develop sentence fluency and learn to read high-frequency functions words. Not only those function, Build-A-Sentence cubes but also explore students' usage conventions.

Students can make a lot of sentences and even create hundreds of variations just by turning the cubes. Not only making sentences, but also they can change declarative sentence into interrogative, present into past, affirmative into negative, and so on. It is so suitable to teach student to make proper sentence, especially for sentence that they feel hard enough to make. So they will learn to make a sentence easily and fun through Build-A-Sentence Cubes. Wright (2006: 2) states "Games help and encourage many learners to sustain their interest and work".

Build-A-Sentence cubes is a good game to increase the students simple past tense mastery based on the data analysis and research findings. After analyzing the pre-test, researcher found that students still encountered the difficulty in making a good simple past tense. They tend to make simple past sentence instead of making simple past sentence. It was found that half of students had poor simple past tense mastery in pre-test given on November 8th 2014, there were 5 students who got low scores below the standard (less than six point five). It means their simple past tense mastery is poor. The mean of pre-test is 60.7. It means most of 10 students got score 60 in the pre-test. To help students in learning simple past tense, students need to be taught how to make a good simple past tense. Then, researcher gave the treatment to the students by using Build-A-Sentence Cubes in teaching simple past tense. The treatment was given two times and the time allocation for each meeting is 2 x 40 minutes

The first treatment was held on November 8th, the material was about Built-A-Sentence cubes introduction. The students were taught simple past tense by using Build-A-Sentence cubes. In this first treatment, students were interested to learn but they were rather confused with the use of the game because it was the first time they learn how to make simple past sentences by using this game. They were still confused with the teacher's instruction and explanation while practicing the game especially when learning simple past structure and also how to combine those cubes into sentences. Also, when practicing this game in group, not all students participated actively in the discussion or shared their feelings and opinions.

On November 15th, the second treatment was held and the writer reviewed what he had explained in the previous meeting and the writer tried to make the condition more enjoyable. The topic was about learning simple past tense by using Built-A-Sentence cubes. The writer gave students a chance to explore all six sets. Combining the six sets provides even more possibilities for exploration. During this meeting, the students had progress from the previous treatment since they became more familiar with the use of this game. They seemed easier to follow the teacher's instruction and got better understanding in explore all sides of the cubes and make sentences with the words and they started to become more active in the discussion and are eager to share their feelings and opinions

The writer gave post-test to the students after the treatments by using Built-A-Sentence cubes was held, in order to know their mastery of simple past tense after studying through Built-A-Sentence cubes. Their score in post-test were better than their scores in pre-test.

In the post-test the mean of the students score was 73.2 while their mean score in pre-test was 60.7. It indicates the students' simple past tense mastery increases. Therefore significant development of student's simple past tense mastery after teaching through Built-A-Sentence Cubes.

Based on the calculation of t-test that is higher than t-table, the null hypothesis of this research is rejected and the alternative hypothesis is accepted. From the effect size calculation (0.96), it is clear that Built-A-Sentence Cubes increases the students' mastery of simple past tense significantly.

The reason why Built-A-Sentence Cubes increases the simple past tense mastery of the students because it is a fun game to play. Built-A-Sentence Cubes also has attracted students' attention in learning simple past tense in the class. They focused on the teaching learning process, even they did not become bored in learning process. Beside of that, all the vocabularies are around the students so they are able to remember those easily.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the analysis on pre-test and post-test result, it can be concluded that: (1) The use of Built-A-Sentence Cubes is effective in teaching simple past tense to the eighth level students of Q-Learning Course Pontianak; (2) The use of Built-A-Sentence Cubes in teaching simple past tense significantly increases the student simple past tense mastery. It was provided from the mean score revealed by the results of students in post-test (73.2), which is bigger than the mean score of students score move positively from "60.7" to "73.2" but still in "average to good" criteria. It also can be seen from the result of t-test which 3.04 or higher than t-table. In addition, the result of effect size is 0.94 which means that the treatment has strong effect toward students' achievement; (3) Built-A-Sentence Cubes facilitates students to comprehend the correct grammatical sentence structure. The students also learnt to distinguish and understand the structure of simple past tense. The students are not only making correct grammatical sentence structures, but also they can change declarative sentence into interrogative, present into past, affirmative into negative ideas.

Suggestion

Based on the conclusion above, the writer would like to give some suggestions such as: (1) Built-A-Sentence Cubes has been proved as a good media to increase simple past tense mastery of the students. Therefore, all of English teacher need to apply Built-A-Sentence Cubes in their classroom and they can take benefit of this media; (2) During teaching the strategy, the teacher should provide the clear and simple instruction spoken in English; (3) The teacher has to give more space and time for the students to do the independent work. This activity is very important to encourage the active participant and to develop the students' social interaction. The teacher has to make sure that all the members of the group get his or her turn in playing the game; (4) The teacher should give the students chance to share their feelings and/ or difficulties about classroom activities as inputs for teacher to do better in the future; (5) It is suggested that other researchers can conduct the same research in other level of study with different subjects, setting, and other tenses to see whether this strategy can also applicable and effective in teaching grammar and it is also possible for them to modify the procedures of using this strategy.

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